

Full Speed Ahead on the
WASL => MSP/HSPE?



New Federal Rule Tightens Demands on Failing Schools

By DIANA JEAN SCHEMO
NY Times November 27, 2002



“The federal government declares a school to be failing when students in any category — black, Latino, special education or those with limited English — fail to close the achievement gap on standardized tests two years in a row.”

"Critics contend that the Education Department's regulations are aimed at creating conditions that would make the case for private school vouchers, as school districts with many subpar schools and few empty seats at better schools fail to deliver on the law's promise."



Bush student-test plan raises concern in state

Seattle Times

October 4, 2001



"If we just say, 'You have to do this,' and don't provide any funds for smaller classes, or for better-qualified teachers, or for our schools buildings, then we're doing a disservice to our kids.

The federal government has gone way over lines they've never stepped on before," said Terry Bergeson, Washington's top education official. "I'm afraid they'll be too heavy-handed without understanding the impact of what they're doing."

Washington schools show mixed results in switch to new standardized tests

August 31, 2010 by Linda Shaw and Katherine Long



2010 state test results

Officials released the results of the new statewide standardized tests for public-school students. When compared with the passing rates from the previous year's Washington Assessment of Student Learning (WASL), the results were mixed. On math, in grades 3 through 8, state officials said the results should be considered a new baseline, and comparisons to last year don't reflect changes in student learning.

Difference in percentage points meeting standards, 2009 to 2010

GRADE	READING	MATH	WRITING	SCIENCE
3	▲ 0.6	▼ -4.6*		
4	▼ -6.5	▲ 1.3*	▲ 0.6	
5	▼ -4.5	▼ -8.3*		▼ -10.9
6	▼ -7.5	▲ 0.9*		
7	▲ 4.0	▲ 3.4*	▲ 0.4	
8	▲ 1.7	▲ 0.7*		▲ 3.3
10	▼ -2.4	▼ -3.8	▼ -0.8	▲ 5.9

* Note: New math standards tested in grades 3-8
Source: Office of Superintendent of Public Instruction

The Alliance for Childhood - Position Statement



“... the use of standardized tests as the sole measure of whether students are promoted, are placed in low-track classes, or will graduate from high school is condemned as insupportable by every professional testing organization; yet graduation tests are required by 28 states, and the practice is rapidly spreading as a means of enforcing ‘world-class standards.’ ”

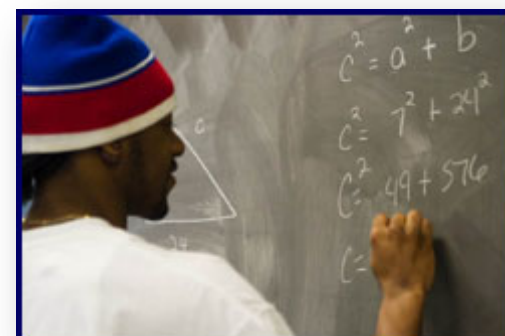
AERA APA NCME NCTM ETA

The Alliance for Childhood - Position Statement



“... research suggests that increased standardized testing contributes to the flight of good teachers from public schools. Children in low-income areas, where test scores are lowest for reasons mostly unrelated to the quality or dedication of the teachers, have the most to lose. Their teachers are the ones most likely to be branded as failures by high-stakes testing policies.”

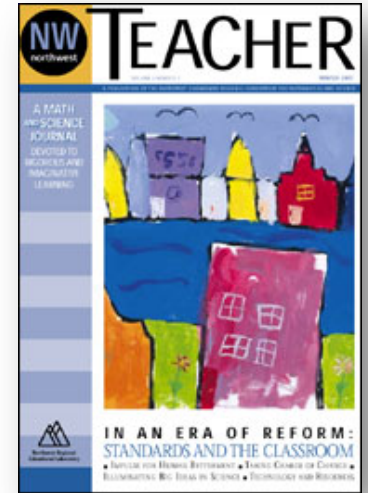
The NCTM - Position Statement



“To use a single objective test in the determination of such things as graduation, course credit, grade placement, promotion to the next grade, or placement in special groups is a serious misuse of such tests. This misuse of tests is unacceptable. The movement toward high-stakes testing marks a major retreat from fairness, accuracy, and educational equity. Just as disturbing as the serious misuse of these tests is the manner in which the content and format of these high-stakes tests tends to narrow the curriculum and limit instructional approaches.”

NWTeacher

Winter, 2001



“One thing the standards have done is get me to think about what I’m actually doing in my classroom - on a coursewide basis and a unitwide basis,” says Knowles. “I ask myself, ‘Is this really what I need to be doing?’ They have been helpful with seeing when I haven’t addressed something. They give you a framework, a target to work for and there’s plenty of freedom to get there.”



High Stakes tests

Commentary: [A New View of Tests, Via Karate](#)
04-25-05, NPR's *All Things Considered*

		Grade 10										
District	School	Enroll	% Met Reading	% Met Math	% Met Writing	% Met Science	Total Enroll	Free Meals				
1 . Aberdeen School District	Harbor High School	38	47.4	5.4	76.3	5.6	131	81.6				
2 . Franklin Pierce School District	James Sales Elementary	1					382	80.5				
3 . Lake Quinault School District	Lake Quinault High School	25	59.1	14.3	72.7	23.8	142	83.8				
4 . Mabton School District	Mabton Sr High School	91	64.5	11.0	75.3	14.7	276	85.8				
5 . Manson School District	Manson Junior Senior High School	58	83.9	46.3	92.9	57.4	280	81.2				
6 . Mount Adams School District	White Swan High School	66	40.7	11.9	59.3	10.0	251	81.3				
7 . Pasco School District	New Horizons High School	33	54.3	3.7	70.0	0.0	180	83.9				
8 . Prescott School District	Prescott Jr Sr High	17	87.5	35.3	80.0	11.8	123	86.4				
9 . Seattle Public Schools	South Lake High School	37	47.1	5.7	85.3	5.7	142	83.7				
10 . Wapato School District	Wapato High School	221	51.5	14.5	74.1	15.9	877	80.6				

80-90% FRPL

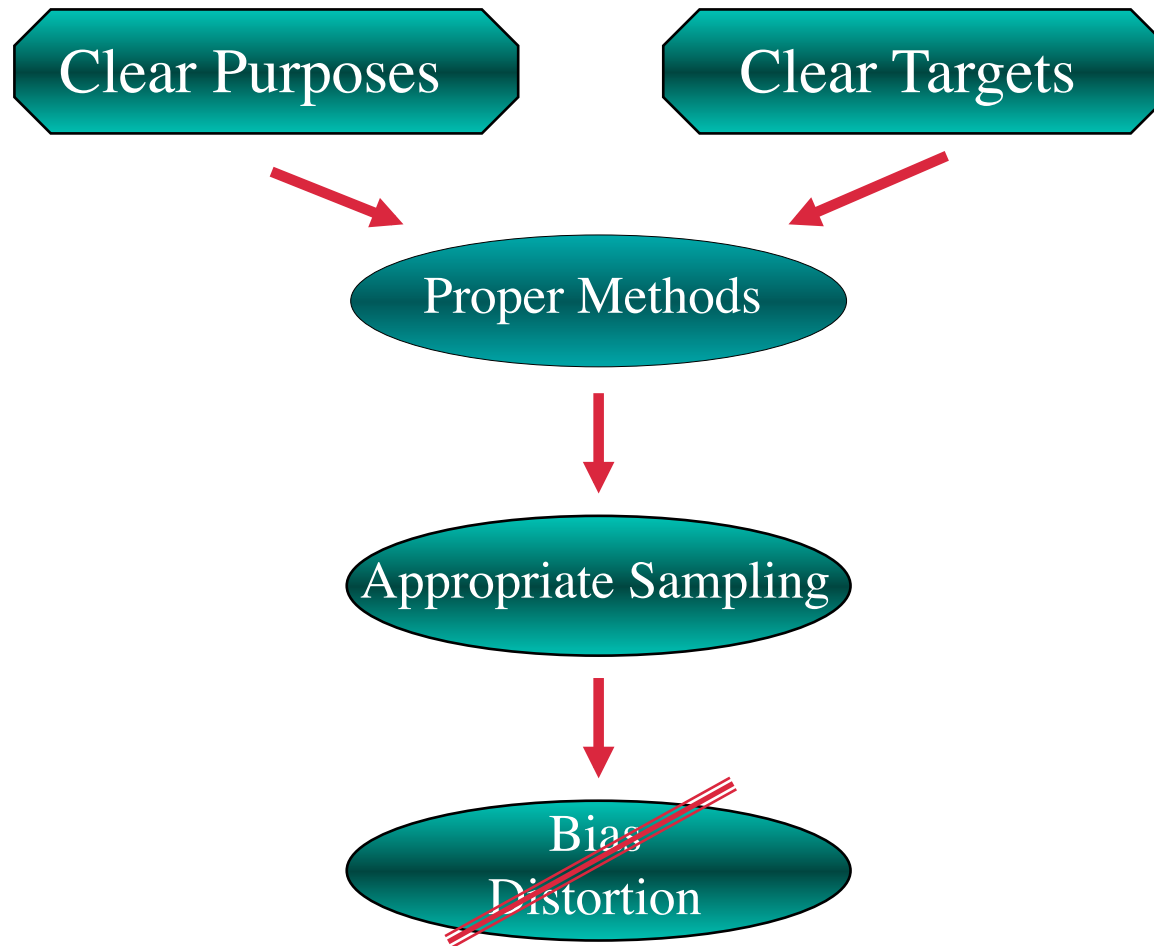
0-10% FRPL

		Grade 10										
District	School	Enroll	% Met Reading	% Met Math	% Met Writing	% Met Science	Total Enroll	Free Meals				
1 . Bainbridge Island School District	Bainbridge High School	367	94.5		75.5	94.5	72.1	1361	6			
2 . Issaquah School District	Issaquah High School	405	93.8		73.4	95.0	72.6	1356	6.7			
3 . Issaquah School District	Skyline High School	439	95.5		78.9	98.4	77.0	1356	2.3			
4 . Lake Washington School District	Eastlake High School	450	94.4		69.1	99.1	77.2	1349	3.5			
5 . Mercer Island School District	Mercer Island High School	352	94.9		81.2	96.0	81.8	1433	1.5			
6 . Monroe School District	WAVA	255	62.2		23.6	69.3	33.3	810	6.9			
7 . Northshore School District	Woodinville Hs	429	95.3		70.5	97.3	71.1	1241	8.6			
8 . South Kitsap School District	South Kitsap High School	759	82.1		40.4	90.9	43.8	2308	0			
9 . Stevenson-Carson School District	Kaplan Academy of Washington	113	65.8		15.9	71.1	19.4	459	6.5			

>50% American Indian/Alaska Native

<u>School</u>	Grade 10					<u>Total Enroll</u>	<u>American Indian or Alaskan Native</u>
	<u>Enroll</u>	<u>% Met Reading</u>	<u>% Met Math</u>	<u>% Met Writing</u>	<u>% Met Science</u>		
Neah Bay Junior/ Senior High School	22	95.0	47.6	100.0	55.6	173	93.1
Muckleshoot Tribal School	33	43.3	3.6	58.6	8.0	388	100
Lummi High School	18	44.4	0.0	77.8	0.0	123	98.4
Lake Roosevelt High School	77	62.9	26.1	77.0	36.8	260	63.8
White Swan High School	66	40.7	11.9	59.3	10.0	251	55.8
Wellpinit Alliance High School	17	35.0	0.0	47.6	0.0	206	53.4

High Quality Assessment



High Quality Assessment



Clear Purposes

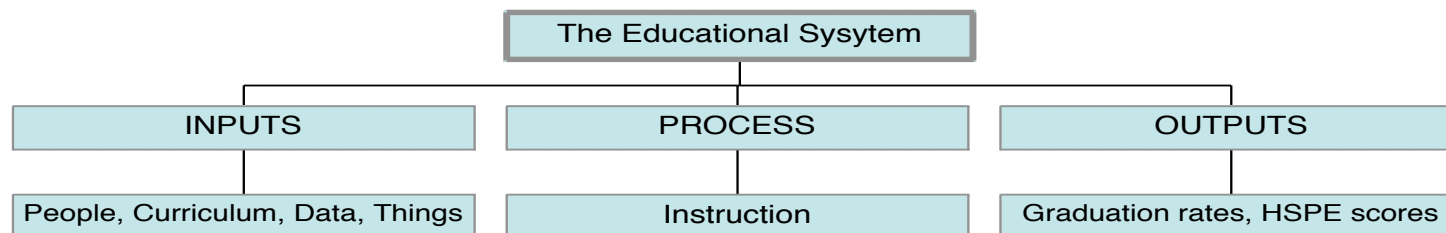
Clear Targets

Proper Methods

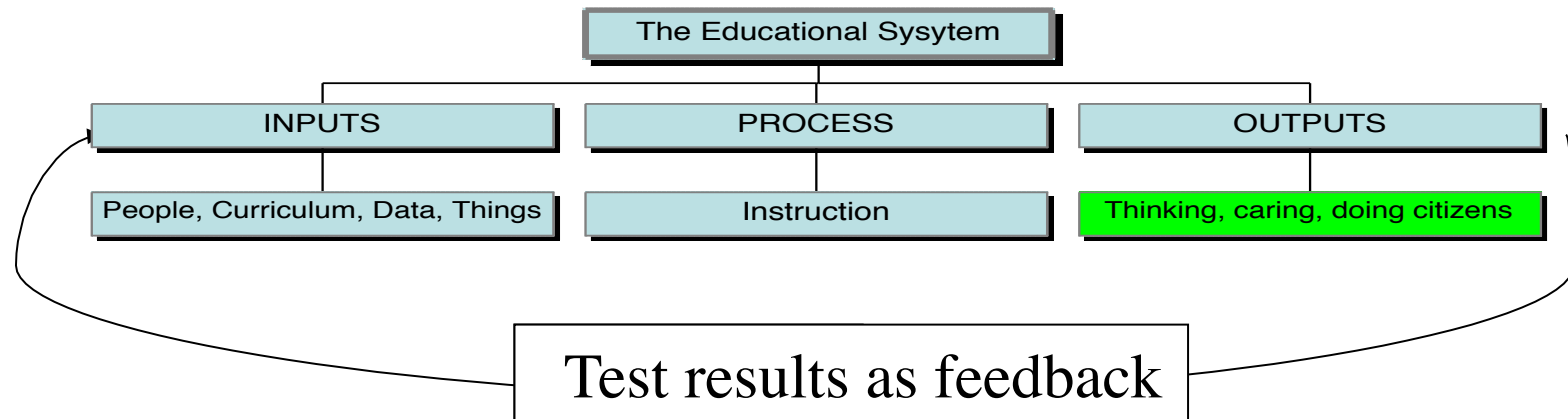
Appropriate Sampling

~~Bias
Distortion~~

The role of the MSP/HSPE

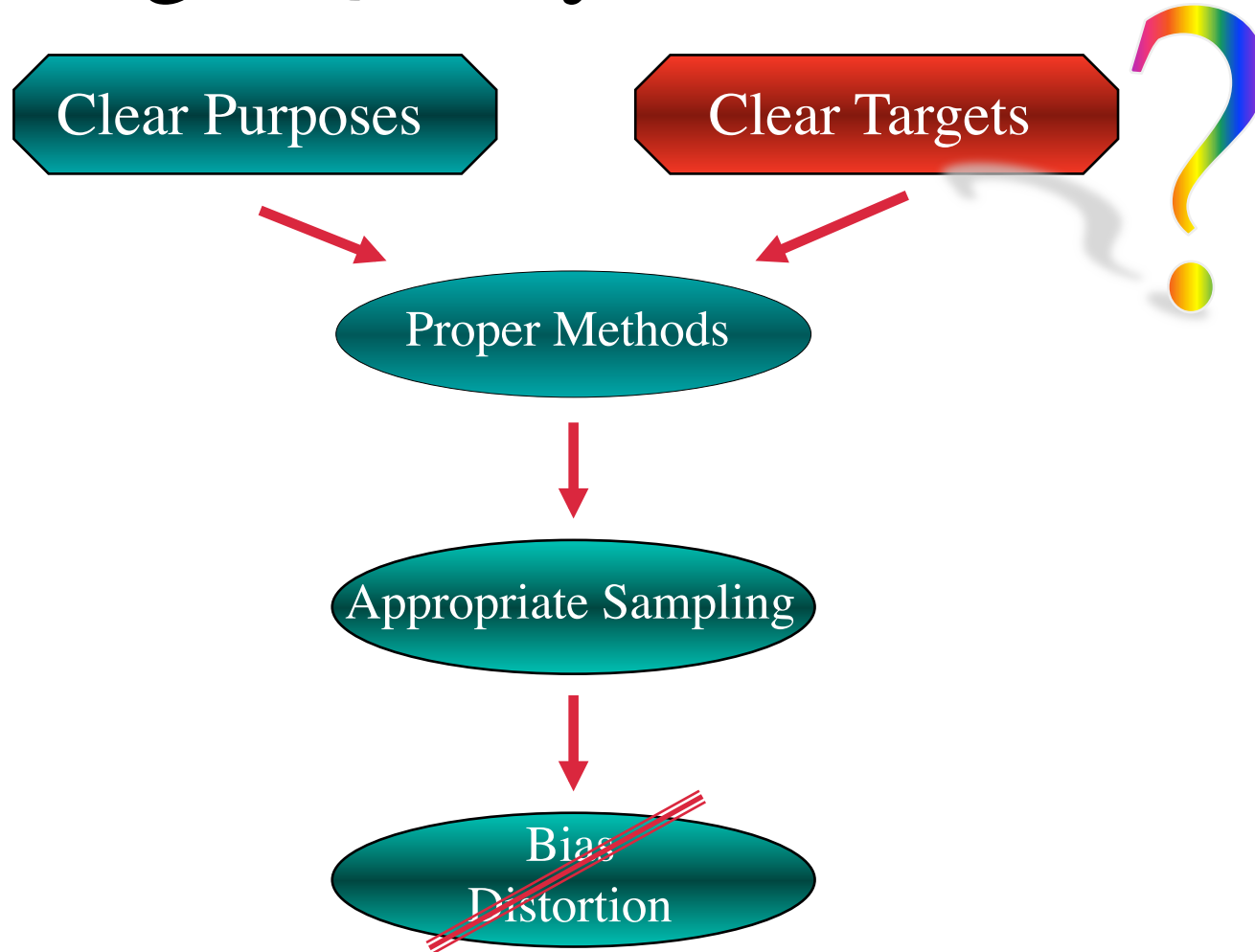


The role of the MSP/HSPE



A legitimate purpose for the MSP/HSPE
is to provide feedback rather than output.

High Quality Assessment

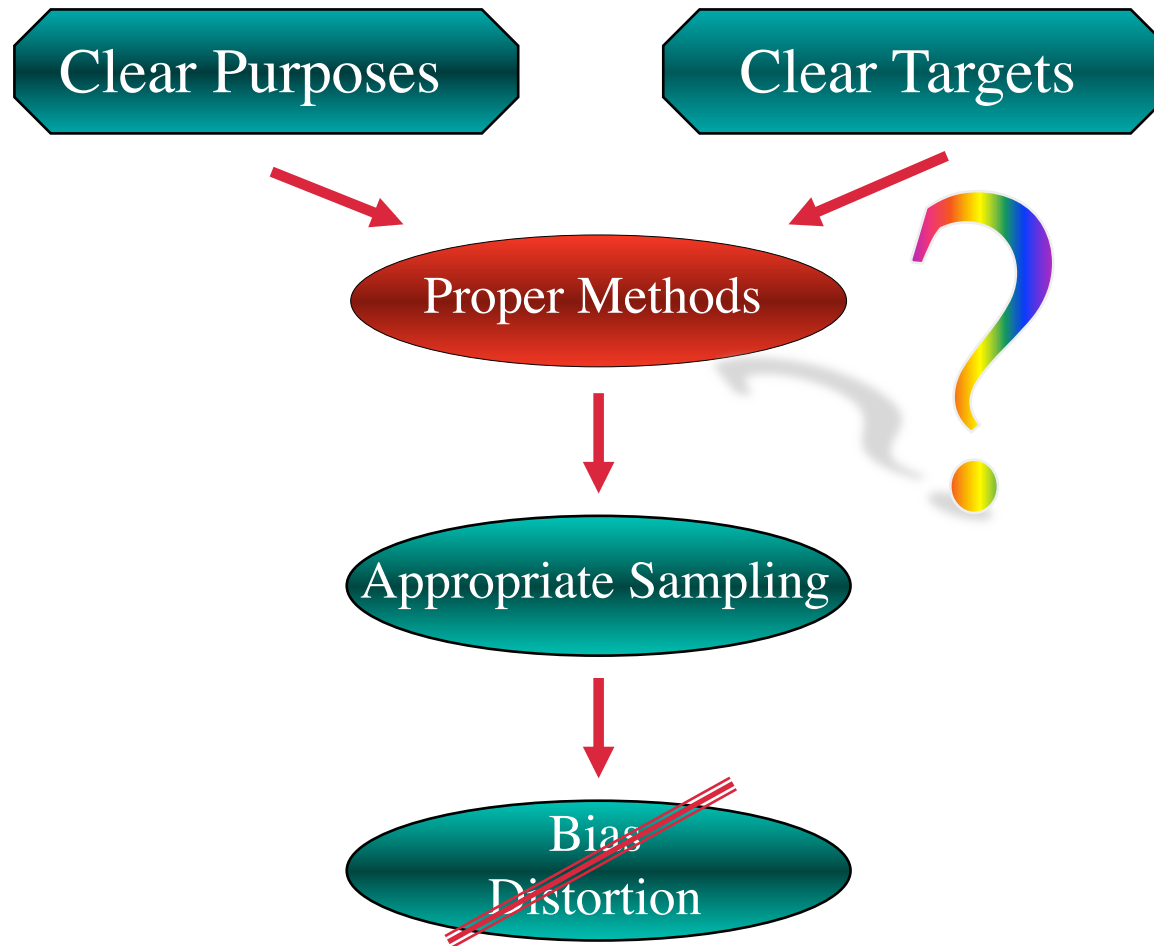


The Washington EALRs, GLEs and Standards



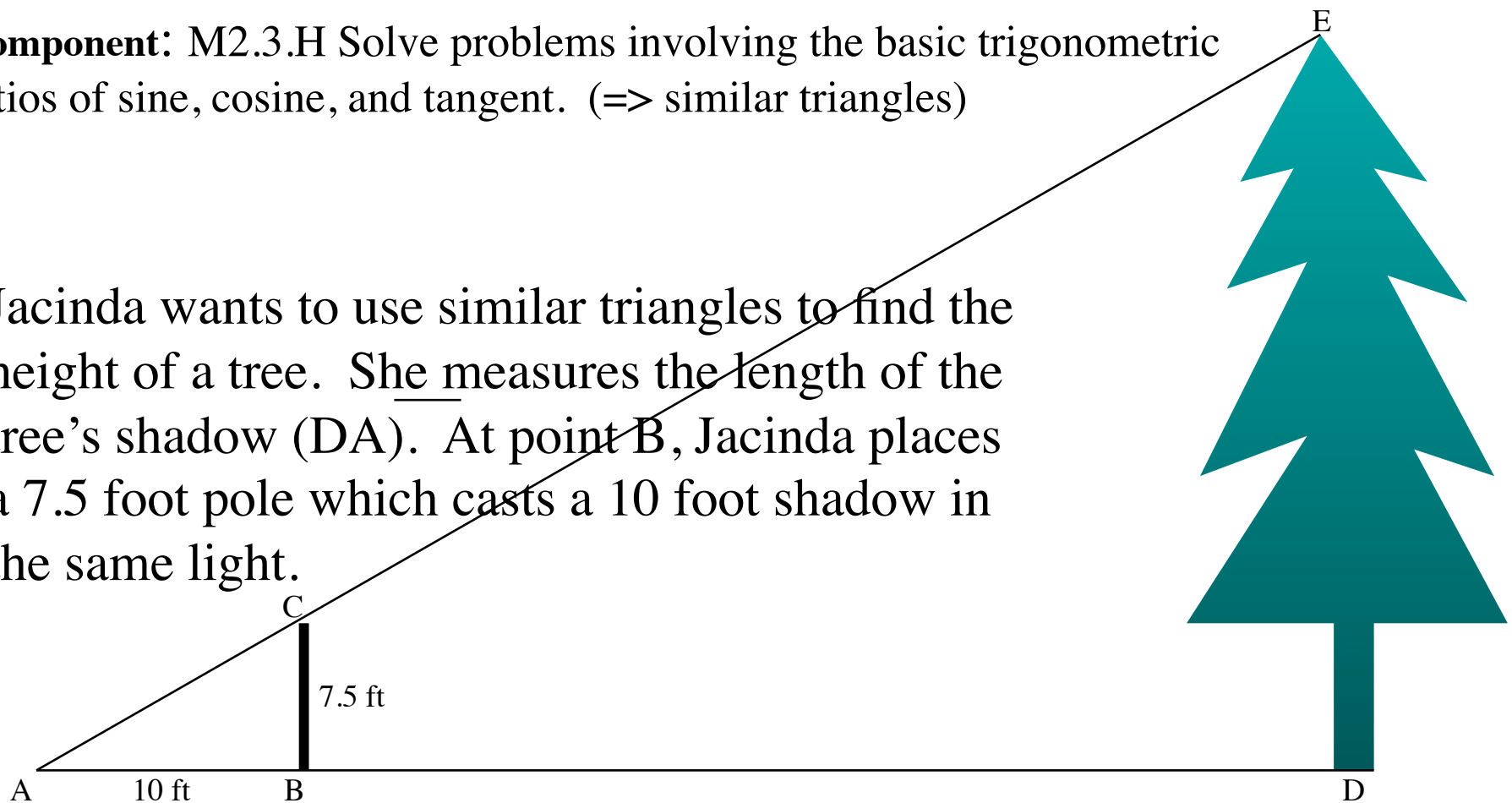
Assessment / Testing

High Quality Assessment



Component: M2.3.H Solve problems involving the basic trigonometric ratios of sine, cosine, and tangent. (\Rightarrow similar triangles)

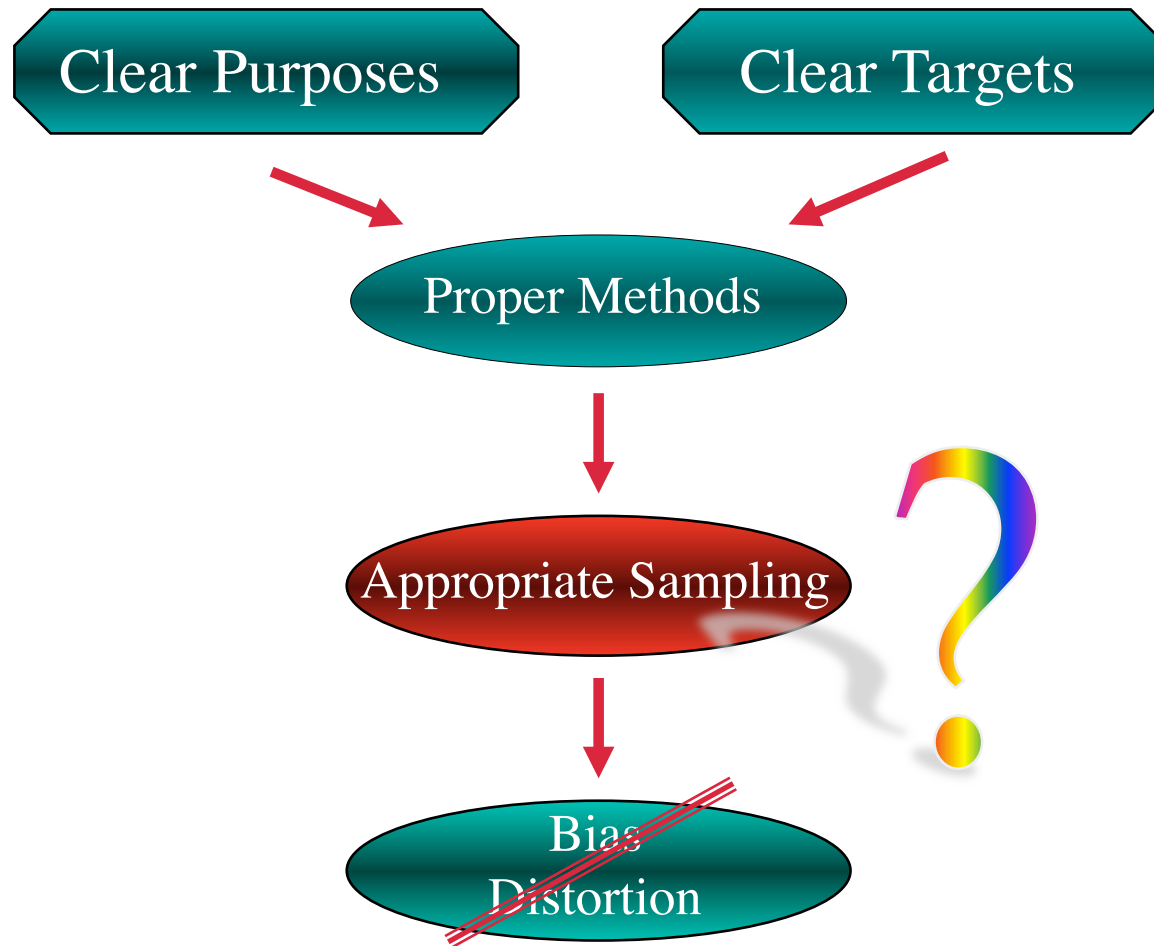
Jacinda wants to use similar triangles to find the height of a tree. She measures the length of the tree's shadow (DA). At point B, Jacinda places a 7.5 foot pole which casts a 10 foot shadow in the same light.



What relationship should she use to find the height of the tree?

- A. $\frac{AB}{BC}$ is to $\frac{BD}{DE}$ as $\frac{BD}{DE}$ is to $\frac{DE}{DE}$
- B. $\frac{AB}{BC}$ is to $\frac{AC}{CE}$ as $\frac{AD}{DE}$ is to $\frac{CE}{DE}$
- C. $\frac{BC}{DE}$ is to $\frac{DE}{DE}$ as $\frac{AB}{BD}$ is to $\frac{BD}{DE}$
- D. $\frac{BC}{DE}$ is to $\frac{AB}{AD}$ as $\frac{DE}{AD}$ is to $\frac{AD}{AD}$

High Quality Assessment



High Quality Assessment

Clear Purposes

Clear Targets

Proper Methods

Appropriate Sampling

~~Bias
Distortion~~

trouble with paper & pencil tests

ELL
better at long-term projects

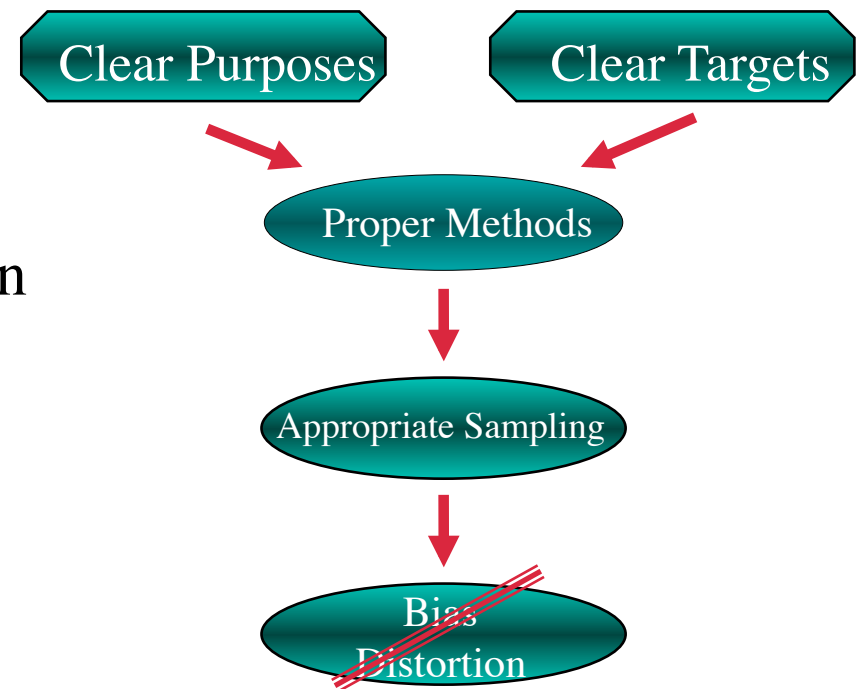
trouble with reading

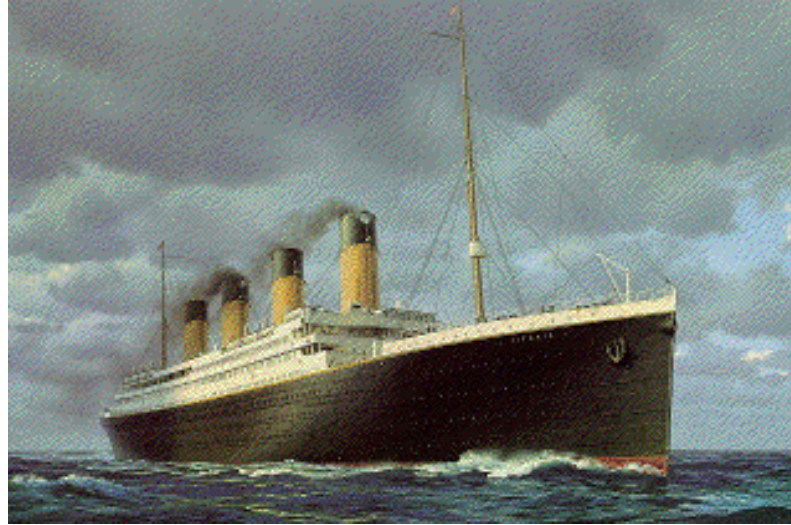
need special accommodations



The MSP/HSPE

- Has reasonable purpose:
feedback
- Has clear & legitimate targets
- Uses semi-sound methods, given the targets (used to be better)
- Should **not** be used as the sole measure for graduation
- Test items are still need to be refined.





Full Speed Ahead on the HSPE?

Standardization	vs.	Standards
Quality Control	vs.	Quality Assurance

Standardization vs. Standards
Quality Control vs. Quality Assurance